APR 14 1931

Progress of New York City Schools How Eugene, Oregon, Lowered Costs

PERIODICAL ROOM GENERAL LIBRARY UNIV. OF MICH.

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 15

April 13, 1931

Ten Cents a Copy
By the Year, $3.00

Re-Adopted!

for Five Years' Exclusive Basal Use

On Monday, March 23, 1931, the State Board of Education of

INDIANA

readopted

Brigham and **McFarlane's Essentials of Geography**

for exclusive basal use for a period of five years **because** of the successful use of these geographies for the past five years.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

ART APPRECIATION TEXTBOOKS

By CORA ELDER STAFFORD, A. M., *(Columbia) Director of Art, State Teachers College, Denton, Texas, and Pearl Rucker, Supervisor of Art, Houston, Texas.*

Part One — My Brownie Art Book
Part Two — My Rainbow Art Book
Part Three — My Indian Art Book
Part Four — My Pinocchio Art Book
Part Five — My Wonderland Art Book
Part Six — My Jungle Art Book
Part Seven — The Round Table Art Book

Here is a series of art books that are children's books from which we believe the children can learn some of the basic principles of art:

1. Each project is so presented that the art quality is made apparent to the learner.
2. The principles of color harmony are taught, rather than a discussion of color theory.
3. Each book presents a plan for the study of some of the great masterpieces in such a way that the fundamental principles that make them great are pointed out.
4. The exercises that require child activities are so presented that basic art principles are apparent and the exercises are so simple that the child himself can at least approximate the perfection of the illustration.

These books do not offer drawings to copy, but suggestions that will inspire the pupils to do original thinking and original work.

Write for Further Information

LAIDLAW BROTHERS

Educational Department

2001 Calumet Ave. Chicago — **133 First St. San Francisco** — **36 West 24th St. New York**

An objective measure of home economics knowledge

Engle-Stenquist Home Economics Test

No other available test covers the subject quite as comprehensively. It aims to measure knowledge necessary for healthful and right living, and knowledge of the principles underlying certain specific skills. The length of the test, clearness of questions, care in wording, objectivity in scoring, all contribute to its classroom value. It is a series of three objective tests: **Foods and Cookery, Clothing and Textiles,** and **Household Management.** Each of the tests in the series is sold separately in packages of 25 at the net price per package of $1.00.

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston — 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

Fun With Numbers

A Reader-Arithmetic for the Second Grade

By JOSEPH C. BROWN, *Superintendent of Schools, Pelham, New York;* HELEN COOK MIRICK, *New York Training School for Teachers;* J. FREEMAN GUY, *Assistant Superintendent of Schools, Pittsburg;* ALBERT C. ELDREDGE, *Assistant Superintendent of Schools, Cleveland, Ohio.*

Here is a delightfully interesting and informal, but carefully organized presentation of the informative and comparative arithmetic needed by normal boys and girls of seven or eight years of age. It is the child's own first number book — more attractive than most well done readers. Ninety-five artistic illustrations, seventy of them in color, picture children in their most enjoyed activities.

The vocabulary has been carefully checked with the leading studies on this subject.

List Price $0.68

WRITE FOR FURTHER INFORMATION

ROW, PETERSON AND COMPANY

Evanston, Illinois

140 W. 22nd St. New York City — **1931 Cherry St. Philadelphia** — **149 New Montgomery St. San Francisco**

BARBER'S JUNIOR HIGH SCHOOL MATHEMATICS

THE SEVENTH SCHOOL YEAR
247 pages.....$.92

THE EIGHTH SCHOOL YEAR
247 pages.....$1.00

EVERYDAY ALGEBRA
for the Ninth School Year
426 pages.....$1.24

Mr. Barber teaches the pupil how to reason as well as how to manipulate. These books emphasize the fundamentals of arithmetic and provide ample drill. They lead pupils to understand the elements of algebra and intuitive geometry.

"Number Sense" is developing through persistent drill in estimating and checking.

BARBER'S ALGEBRAS

EVERYDAY ALGEBRA
for the Ninth School Year
426 pages.....$1.24

A SECOND COURSE IN ALGEBRA
525 pages.....$1.40

These texts cover all college entrance requirements thoroughly and at the same time present a flexible organization that can be adapted easily to many purposes. In providing both ample drill and unequalled emphasis upon reasoning and understanding, these books conform to the Barber motto. "The best of the New and the thoroughness of the Old."

MORGAN, FOBERG BRECKENRIDGE'S

PLANE GEOMETRY
448 pages.....$1.40

This new book, by its logical organization and abundance of original problems will clarify and solve many of the geometry teacher's problems. The authors, all successful teachers of the subject, have united their experience in a textbook that teaches geometry.

HOUGHTON MIFFLIN COMPANY

Boston New York Chicago Dallas Atlanta San Francisco

Who will take their places?

THAT is one of the most vital questions in business today. *Who* will take the places of the presidents, vice presidents, treasurers, and general managers of our great business organizations throughout the United States?

Young men interested in following a business career should realize the wisdom of fitting themselves to enter some one department of business as a specialist. Choose the department which appeals to you and specialize accordingly.

1. *Purchasing* **3.** *Advertising* **5.** *Transportation*
2. *Production* **4.** *Selling* **6.** *Credits*
7. *Accounting and Finance*

Business is not looking for the jack-of-all-trades, but rather for men qualified to do some one thing particularly well.

In all vocations it is the specialist who is making the most progress financially and otherwise.

If interested in specializing in accounting and finance send for a copy of our catalogue.

Men only are admitted. Average age of entering class is 20.

Excellent dormitory accommodations at reasonable rates.

Two years required for completion of our course.

Preference is given to our graduates by many of the largest concerns engaged in manufacturing, banking, public service, and chain-store retailing.

THE BENTLEY SCHOOL *of* ACCOUNTING *and* FINANCE

921 BOYLSTON STREET, BOSTON, MASSACHUSETTS

H. C. BENTLEY, C.P.A., *President*

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

CONTENTS FOR APRIL 13, 1931

EDITORIALS:—
Education Week 393
New Englanders 393
Superintendent Beede Retires 394
Frank H. Beede's Successor 394
Erskine Ramsay 394
Palestine Situation Today 394

A FAMOUS SCHOOL BOARD MEMBER 395

DR. THWING'S "AMERICAN SOCIETY" 396
By Albert E. Winship

BELDING'S PAGE 397
The To-Be-Married Teacher 397
Higher Than Its Source 397

THE PROGRESS OF NEW YORK CITY SCHOOLS 398
By Samuel P. Abelow

SKEET'S BLACK LIST 399
By Alice Ward

HOW EUGENE, OREGON, LOWERED COSTS 401
By H. R. Goold

TWO IMPORTANT MEETINGS 402
By Mary Elizabeth O'Connor

THE JUNIOR HIGH SCHOOL AND THE SMALL TOWN 403
By Charles M. Pennell

COST OF TEXTBOOKS 404

THEY SAY 405

EDWARD ROLLINS GOODWIN 406
By Frances M. Hunt

CHARACTER CHATS 408
By Joseph B. Egan
A Tale of Harmony—I 408
A Tale of Harmony—II 408
Dandelion Brains—I 408
Dandelion Brains—II 408
The Garden of the Birds 409

THE GOODS 409

THE BOOK TABLE 410

EDUCATION IN ACTION 411

GRINS BETWEEN GRINDS 413

SPAIN CLOSES UNIVERSITIES 414

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c., Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Education Week

NOVEMBER 9-15 will be the eleventh American Education Week. As always, it will be sponsored by the American Legion, the Office of Education and the National Education Association.

Health and Safety, Faithful Citizenship, and Use of Leisure are expected to be magnified this year.

Educational week has been greatly improved of late. For a time it was often used fanatically, and the United States government declined to have any responsibility for the week.

The American Legion has become strictly American now, and there is nothing approaching sectionalism. The churches now very generally have union services, which has eliminated intolerance.

Nowhere does education appear to better advantage than in Modern Education Week. This will be especially in evidence this year.

New Englanders

SO MUCH is being said about the decadence of New England, especially by New Englanders, that we venture to state some surprising facts gathered by James Morgan, editor-in-chief of the Boston Globe (March 29). He uses the only record that is available, the Hall of Fame, The Dictionary of Biography, and Who's Who in America.

In the Hall of Fame Massachusetts leads with 27. Virginia and New York each has 9. Connecticut has 4. There are two each in Rhode Island and Pennsylvania. No other state has more than one.

The names are more significant than the numbers:—

Virginia—George Washington, John Marshall, Thomas Jefferson, Henry Clay, R. E. Lee, James Madison, Patrick Henry, James Monroe, M. F. Maury.

New York—Washington Irving, Peter Cooper,

James Kent, Asa Gray, J. C. Cooper, Joseph Henry, Frances E. Willard, Alice F. Palmer, Walt Whitman.

Connecticut—Jonathan Edwards, Harriet Beecher Stowe, Henry Ward Beecher, Emma Willard.

Rhode Island—W. E. Channing, Gilbert Stuart.

Pennsylvania—Robert Fulton, Daniel Boone.

Massachusetts—Benjamin Franklin, R. W. Emerson, S. F. B. Morse, George Peabody, Nathaniel Hawthorne, Eli Whitney, Horace Mann, Mary Lyon, Joseph Story, John Adams, John Quincy Adams, J. R. Lowell, Charlotte Cushman, J. G. Whittier, W. C. Bryant, George Bancroft, J. L. Motley, Maria Mitchell, O. W. Holmes, E. A. Poe, Phillips Brooks, Mark Hopkins, Francis Parkman, Elias Howe, Rufus Choate, W. T. G. Morton, J. A. M. Whistler.

"The Dictionary of American Biography," which is the most important attempt ever made to trace biographic information, has completed the work in the first three letters of the alphabet, and in these 2,115 persons of high achievement 412 are from Massachusetts, 344 from New York, 203 from Pennsylvania, 187 from Connecticut, 143 from Virginia. No other state has more than 65.

In Who's Who in America, which eliminates everybody who ceases active business and professional life, *one-sixth* of all the names are of New Englanders.

Superintendent Beede Retires

FRANK H. BEEDE, superintendent, New Haven, for thirty-one years, will retire this summer. His term of service is not only the longest of any recent New England superintendent in any city in the 200,000 class, but it has been thirty-one years of uniform peace and prosperity, personally and professionally.

He has not only never been anxious about his re-election, but he has often known of a better position that wanted him. It has been a joy to know a city superintendent who has never been restless, and whose city has never been restless.

We have followed his success in New Haven with unusual interest because he went to New Haven from a position on the faculty of the Somerville High School, and one of our daughters was in his class in the Somerville High School.

Mr. Beede was born in Dover, N.H., 1859, graduated from Yale 1883, and taught in high schools in Farmington, N.H., Willimantic, Conn., and Weymouth, Watertown, Melrose, and Somerville, Massachusetts.

Frank H. Beede's Successor

CLAUDE C. RUSSELL, assistant superintendent, is selected to succeed Superintendent Frank H. Beede of New Haven. The unanimous and enthusiastic choice of the city board of education gives universal satisfaction to the teachers and the public.

Mr. Beede is not retired because he is seventy-two years of age, but he retires while he has health and spirit to enjoy life, and will enjoy seeing Mr. Russell give the schools the service of a younger man.

Erskine Ramsay

I HAVE let a friend of the president of the Birmingham City Board of Education write of Erskine Ramsay, because it is impossible for me to write of this the most interesting public school official I have ever known, and the most fascinating professional personality of my experience.

I have had no other millionaire professional friend who has devoted as much of his wealth, in as many ways, each year, to the personal benefit of so many individuals, and at the same time to as many institutions and causes as has Erskine Ramsay.

There is no other home that I have enjoyed as delightfully as the palatial mountain residence of this matchless, genial bachelor.

In this glorious friendship life of mine I dare to say with no fear of losing the friendship of any of my dearest friends that Erskine Ramsay is in a class all by himself.

Read what is said of him in this issue of the Journal of Education, and let your imagination take wings, and then you have no adequate appreciation of Erskine Ramsay of Birmingham.

The Eastern-States Association of Professional Schools for Teachers will meet at Hotel Pennsylvania, New York, N.Y., April 15-18. Ambrose L. Suhrie, New York University, president.

Palestine Situation Today

"THE Holy Land Under Mandate" presents the complex problems of Palestine intelligently, forcefully, and entertainingly.

Dr. Fannie Fern Andrews, the author, is a specialist in solving historical and political problems such as are involved in the case of the Holy Land. No one has studied the causes of the present situation as disinterestedly and as authoritatively as has she, and in the two volumes (Houghton Mifflin Company) no expense has been spared in search for material or in illustrative effect. Publishers and authors have rendered a noble service when such service is greatly needed.

A Famous School Board Member

ERSKINE RAMSAY, Birmingham, Alabama

THE Birmingham school system, though only a half century in age, has attained a place of distinction in the educational world. This is due, perhaps, to the following causes:—

1. An educational policy which considers the individual child and his needs as the hub of the wheel around which buildings, curriculum and teachers revolve.
2. A strong Board of Education composed of representative men and women, absolutely free from political entanglements.
3. A continuity of administrative policy with the same educational ideals, there having been only two superintendents, Dr. J. H. Phillips, who for thirty-eight years devoted his life to the schools and at his death in 1921 was succeeded by his assistant, Dr. C. B. Glenn, the present superintendent.
4. A definite program of character development which has been followed for the past eight years.
5. A high degree of co-operation evidenced by the community and the press.
6. Since 1922 a president of the Board, the genial Scotchman, Erskine Ramsay, industrialist, capitalist, and civic leader, whose integrity, power of leadership, and interest in education has not only made the position of the Board of Education under his guidance doubly strong, but has helped to make Birmingham an educationally-minded city.

Mr. Ramsay's technical training has made him pecularly well fitted to advise the building committee on matters of school construction. Perhaps his being a Scotchman accounts for the fact that the Board of Education has never exceeded its budget.

Mr. Ramsay's forbears came to the United States from Scotland in 1863, and settled in Pennsylvania, where they made great contributions to the mining industry.

Though young Erskine Ramsay was only a youth of twenty-two years, he had risen to an enviable position in the development of the coal and coke regions of Pennsylvania when he came to Alabama forty-four years ago, where he was destined to play an important part in developing the mineral wealth of the state. In the opinion of the chief coal publication of the Middle West, Erkskine Ramsay is "one of the greatest authorities on coal mining in America."

There is probably no business man in Birmingham with more diversified interests than Erskine Ramsay. A glance at "Who's Who in America" will testify that his leadership is sought in matters industrial, financial, philanthropic, civic and social as well as educational. He has patented forty inventions in coal mining.

He has marched in the front ranks of creative thinking, industrial leaders, and through gifts of his wealth and of himself, has been and continues to be one of the best friends Alabama's youth has ever known. Various schools and colleges throughout Alabama, as well as one in Mt. Pleasant, Pa., his old home, have received munificent gifts from Mr. Ramsay. For the cause of education he has given more than a half-million dollars.

Regardless of creed, sex or condition, thousands of young people owe to him their educational privileges. Perhaps they wonder if the "E" in his name stands not only for Erskine but for "Educational Ramsay."

As president of the Board of Education, Mr. Ramsay has taken the keenest interest in everything which pertains to the well-rounded development of the school child. For two years the mid-month meeting of the Board of Education has taken the form of a school visiting day. Mr. Ramsay is never too busy to take advantage of these occasions for closer personal contact with the children.

His interest in clean sportsmanship is evidenced by the gift of the Ramsay Sportsmanship Cup to the high school student body which is adjudged the most sportsmanlike throughout the year.

His generous gift of $12,500 toward a high school stadium fund has enabled the school and community not only to enjoy witnessing clean sports in a modern stadium, but has provided classrooms, shops, and an auditorium.

In 1925 the community's vote awarded Mr. Ramsay the Birmingham News loving cup as the person who had rendered the greatest service during the year.

His annual birthday party is an event anticipated with pleasure by thousands of his friends who are recipients of his unusual invitations.

A clever poem bidding friends to his recent birthday party contained these lines which give a hint into the unique character of this genial Scotchman:—

"'Twas in eighteen hunner an sixty-four
On a braw September morn,
When a stork—a Scotch ane—cam' to oor hoose,
An' me, weel I was born."

Mr. Ramsay, dressed in the kilts of his Scottish

clan, received his guests on the spacious lawn of his mountain home. Here amid the sound of bagpipes and Scottish airs, friends from Birmingham, from Pennsylvania and from various parts of the South were served barbecue, Brunswick stew, and other Southern dishes.

The Board of Education and the school children of Birmingham sought to perpetuate their regard for this unusual man by naming the new million-and-a-half-dollar high school which was opened this fall the Erskine Ramsay Technical High.

They also hope that for years to come they may be privileged to enjoy their educational advantages under the leadership of Erskine Ramsay, president of the Board of Education of the Birmingham schools.

Dr. Thwing's "American Society"

By ALBERT E. WINSHIP

CHARLES FRANKLIN THWING is an important American personality. His "American Society," a volume of essays (1914 to 1927), is the best interpretation of the modification of civilization in the last decade and a half that is in any one volume (The Macmillan Company).

No other writer has brought to the study of the present situation in civilization the same intelligence and freedom to think and write that Dr. Thwing has brought.

Charles F. Thwing has never had occasion to hesitate to think or repress his thought on any subject at any time because of the possible consequence, financial, social, or professional.

My interest in "American Society" is due to the fact that at thirty-four years of age I was a member of a Church Council that ordained Charles F. Thwing as a Congregational clergyman in Cambridge, Massachusetts.

It was supposed to be quite an ordeal at that time for a graduate of Harvard University and Andover Theological Seminary to face a church council in New England, but Charles F. Thwing's poise, clear thinking, fearless pronouncement of his theological attitude won universal confidence.

For fifty-two years we have admired the spirit of Dr. Thwing, the way in which he has won fame in pastorates, in university leadership, in achievement of fame by voice and pen.

His seven years in Cambridge, 1879 to 1886, meant much to the spirit of social and religious work. He was always helping everybody in every way, and never sought advantage or prestige. He was a delightful comrade, the most appreciative person imaginable.

He seemed to be the only one surprised when, of all New England pastors, he was selected for the most important Congregational Church in the Northwest.

Dr. Thwing must have been surprised himself at the reception given his leadership. There had been nothing comparable to it in the Northwest. The Plymouth church set a pace in socio-civic-literary affairs which Minneapolis has maintained for forty-five years.

At thirty-seven years of age the presidency of Western Reserve University and Adelbert College gave Dr. Thwing the opportunity which he immediately transformed into a responsibility, administratively, scholastically, and internationally, which he has utilized marvelously.

No other writer has known so much at first hand that it was vital for a writer to know, has known it so intimately and has enlightened the public so promptly as has Dr. Thwing.

Dr. Thwing has always been interested in persons, individually and in organizations.

His interest is in what is done naturally rather than under pressure.

Dr. Thwing has never had a passion to make persons or organizations do what he wanted them to do, as he wanted them to do it, or when he wanted them to do it.

If I were a supervisor I would sedulously avoid judging teachers by the methods that they used. I would judge them rather by the results that they achieved. If one teacher could do a really fine piece of work on the socialized-recitation plan, I would say use that plan; if another did passing well with the contract plan, I would say use that plan; if still another demonstrated his ability to give direct, systematic, oral instruction in a stimulating and effective way, I certainly would not condemn him on the ground that his instruction was by word of mouth or on the ground that his instruction was direct, straightforward, and systematic and therefore clearly out-of-date according to our American standards; and if still another teacher could teach textbook lessons well, I would say, in effect, God bless you, keep it up; I should not condemn him merely because other teachers foolishly expect the textbook automatically to do all their teaching for them and naturally bring the whole system into disrepute.

—William C. Bagley.

Belding's Page

The To-Be-Married Teacher

WHILE the battle rages in many communities over the employment of married teachers, many stray shots are sent in the direction of the to-be-married teacher. The "flapper" whose sole interest in teaching is that it enables her to live while getting ready to wed has come in for considerable scolding.

Well, there are cases in which she deserves to be scolded, no doubt. And yet it so happens that there are a good many of these schoolma'ams, temporarily detained from matrimony, who render excellent service.

What about Miss R., who prepared for teaching and invested four good years in the classroom before resigning to become the bride of a high school principal in a distant city? If there was any better teacher than Miss R, among her score or more of associates, while she taught, they were certainly rare. She knew for some time that she was going to be married. But that knowledge did not hamper her work as a teacher. Indeed, it helped her to radiate a joy that increased her effectiveness as a teacher.

It was better for the school to have a few years of such a teacher than to be deprived of her presence because, forsooth, she had not taken a pledge of spinsterhood.

Most observers of the teaching group can name a good many very fine teachers who stepped out of teaching into homemaking. They taught unreservedly while they taught.

That there is another type of frivolous young thing that abuses the classroom as a mere stepping stone to matrimony, need not be denied. But general aspersions against the to-be-married teacher are quite unwarranted, so long as there are many Miss R.'s, earnest, capable and inspiring teachers despite the temporary nature of their stay.

Higher Than Its Source

THE public schools are the chief instrumentality by which the citizens of any given community seek to raise the level of enlightenment. If the laws of hydraulics applied precisely to education, then education could rise no higher than its source—and the educational output would be no improvement upon the general average of citizenship. Yet the public expects the schools to raise their product to new and greater heights.

How is such a miracle to be accomplished—if accomplished it may be?

First of all, the thing depends upon the innate capacity for growth and improvement which has characterized the human race from the beginning of its upward climb.

In the next place, the community is supposed to select for its schools a degree and quality of leadership which shall be well above the average in intelligence, in character, and in understanding of the art of teaching.

Where the people's schools fail to lift the community level, the fault may usually be traced to the door of community indifference, or a sort of blind faith that the desired miracle can be wrought regardless of the leadership selected for the task.

The immediate representatives of the people in the running of the schools are the members of the school board. If low grade citizens are chosen to this most important body, low grade schools will follow. Even a high grade superintendent, working under a low grade committee, will be forced to drop many of his standards. He will be required to engage inferior teachers, because the low grade governing body will insist upon the appointment of poorly qualified teachers.

If, on the other hand, a community elects to its school board some of its high grade citizens, men and women of wisdom, of learning, and of unquestioned integrity and practical idealism, such a group will support an able superintendent in his plans, will assist him in maintaining an excellent staff of teachers, carefully chosen and adequately compensated, and will thus inevitably assist in elevating the community average.

The thing is simple enough. The pity of it is that so many communities fall asleep on the job of picking their best minds—or even their near-best—to take charge of public instruction.

An occasional mistake can be somewhat neutralized by the other members of the committee, or by the sheer momentum of a going system of schools. But a community is gravely imperiling its own welfare when it fails to pick the best available material for its board of education.

Anson W. Belding

Associate Editor

The Progress of New York City Schools

By SAMUEL P. ABELOW

Julia Richman High School, New York City

WHAT is the New York public school system? The New York system is a process and a problem. As a process, its roots are imbedded in the breasts and the hopes of the early Dutch settlers; were nurtured by the struggles of immigrants from the British Isles, Germany, Russia, Poland, Italy, Norway, Sweden, Greece, from every land and every clime; are sustained by the people, who, by the sweat of their brows, labor that education may spread the light of civilization upon all the inhabitants of this municipality.

As a problem, it is manifest in the countless suggestions, made by teachers and others, adopted and rejected, to adjust the individual to his environment.

The old and the new, the process and the problem, are the centripetal and the centrifugal forces that make the system. The degree of success with which a system of schools is administered may be judged from the efficiency with which the fundamental school work is done day by day, and the extent to which new ideas are put into practice.

The schools of New York City may be classified into five general groups: 520 elementary, 57 junior high schools, 38 high schools, 5 vocational schools, 3 training schools, and 1 parental school. There are also fifteen compulsory day continuation schools, 210 classes for Americanization work with adults, 50 evening elementary schools, 17 evening high schools, 12 evening trade schools, 50 vacation elementary schools, 7 vacation junior high schools, and 9 vacation high schools, besides recreation centres and other organizations.

The new buildings are educational palaces. They contain the most expensive equipment and practically the latest devices in educational advancement. That the people of New York are very generous in these expenditures for education is shown by the fact that the amount of money authorized by the Board of Estimate and Apportionment for sites, new school buildings and playgrounds in the calendar years 1924-1929 inclusive was $180,467,-881.81.

A building for the school for the deaf contains every facility required for the instruction of the deaf. The DeWitt Clinton High School, which stands on a plot of more than twenty acres, has facilities for every type of activity in a general high school. The Technical High School, which will be completed in the near future, will have all the technical facilities to prepare pupils for admission to technical colleges, other schools of technology or for entrance into industry. The new buildings have medical rooms and teachers' rest rooms. The psycho-educational clinic, called "The Children's House," because as far as possible it has been equipped with the work of children in ungraded classes, contains the children's waiting rooms, where the children wait for their examination; the children's group examination rooms; the director's room, which is a museum of children's work; the administrator's offices; the psychiatrist's office; and rooms for individual psychological examinations. These details give some indication of the physical equipment of the New York educational plant.

Today graduates of elementary schools are required to meet eleven elementary standards which are formulated in general terms. Among them are:—

> Ability to speak the English language with reasonable clearness, accuracy, variety of expression, and correctness of structure.
>
> Ability to write a business letter.
>
> Ability to use the important principles of English grammar.
>
> Ability to perform accurately and with reasonable rapidity the fundamental operation.
>
> Knowledge of the most important facts of the history and progress of the United States.

Today, the immediate supervision of school work is carried on mainly by district superintendents, principals, and assistants to principals. In some subjects and activities, e.g., drawing, music, physical training, kindergarten, foreign language and others, there are also directors and assistant directors. Associate superintendents are in charge of large groups called divisions and supervise the district superintendents and other supervisors assigned to the division. All these supervisors are experts who have gone up from the ranks. Consequently, there is competence and confidence in inspiring leadership.

Improved methods of teaching are used today. Chief among these is a recognition of the necessity of an understanding by the teacher of the strong and weak points of each pupil. With this is a recognition of the value of the standardized tests and individual exercises. General drill, i.e., drill addressed to the whole class, is being superseded more and more by individual or distributive drill on those particular aspects of skill and knowledge on which individual pupils need assistance. Emphasis has been placed on developing in pupils

the ability to study and to obtain by silent reading the thought expressed in their books in order to make them more self-reliant, independent and efficient. Projects have been initiated and, in many instances, carried through to successful completion as teaching units in the development of new and better methods of instruction. Every modern invention that promises to aid instruction is being used. Motion-picture machines, projectoscopes, stereopticons, radios, phonographs, visits to museums and art galleries, lantern slides, posters and flat pictures, have been enlisted to aid the spoken word of the teacher and the printed words of the text.

The key that unlocks the door to the New York educational system is entrusted to the Board of Examiners, which consists of seven men who have been selected by the Board of Education from an eligible list prepared by the Municipal Civil Service Commission. Any one who has the eligibility requirements, which are fixed by the city charter, may take the examination for examiner. These examinations are given whenever a vacancy occurs. The permanence of tenure, which is for life, enjoyed by the members of the board enables them to acquire a technique of examination which only experience can give, to develop a tradition which acts as a leaven on the whole system, and promotes an *esprit de corps* that impels teachers to seek the best methods and the best knowledge that higher educational institutions offer. Consequently, the public school of New York City presents a perfect illustration of the principles of civil service reform.

Since 1898 the civil service system has been used. The late Dr. William H. Maxwell, who was superintendent of the schools of Brooklyn from 1887 to 1898, and then for many years of the city of Greater New York after Brooklyn was consolidated with New York, devoted a great deal of thought and energy to the method of selecting teachers. He was responsible for the introduction of the civil service system.

New York City has solved the problem of selecting teachers in a very efficient manner.

Skeet's Black List

A Story

By ALICE WARD

SKEET was feeling good. Two soft-boiled eggs, bread and butter and sugar, topped off with a big slice of gingerbread, ought to make any twelve-year-old lad feel good inside and out.

Kicking an errant stone with the none too well polished toe of his shoe, Skeet went negligently up the street. The pseudo-hockey stone came to rest by an old cabbage that lay in the storm drain. Skeet crossed the street and gingerly picked up the shopworn vegetable.

Chuck called "Hi!" from the alley. What better response than to fire the cabbage full speed ahead at Chuck, who had to catch it? Skeet did, and Chuck did.

They passed the cabbage back and forth across the street to the consternation of the autoists along their route. Once, indeed, the cabbage head scudded against the dully polished heels of a well-dressed young man who carried under his arm a florist's box. However, the young man was a regular guy, for he wheeled and sent the cabbage flying back with such verve that it raised the hair of Skeet's pompadour as he jumped to catch it when it whizzed over his head. The two boys recognized the sport tweeds and the young man who wore them as a well-dressed figure that hung about their English teacher, Miss Relph. Skeet looked him over, and found no fault with him, except the matter of Miss Relph. Skeet could tell him a thing or two about her.

Miss Relph, herself, had been standing at a window in the library, and she had seen the young man pick up the cabbage, but she did not see where the cabbage came from, nor did the angle of the building permit her to see the young man throw it to the boys.

The young man turned in at the auditorium door, where he could come and go before boys and girls arrived.

By the time the two boys reached the school walk Skeet had tired of the yellowed cabbage, but Chuck threw it at him again.

"What you goin' to do with it, Skeet?" Chuck teased.

Like lightning came the reply, "Put it on Miss Relph's desk!"

"Are you?" Chuck gasped.

That cinched it. He was. Miss Relph had those that were her pets, and those that were not. Skeet most decidedly belonged to the "were nots" and gloried in this fact. Woe betide any grown-up so improvident of his future as to allow himself to be set down on any boy's list in indelible ink!

"You bet I am!" Skeet was triumphant.

"She'll be talkin' with the teachers in the liberry," Chuck counseled. "How'll she know?"

"I'll write a card, 'Yours truly, Sylvester!'"

"You'll get expelled, you will!!"

"I don't care. She's mean!"

"I think so, too," agreed Chuck. "Remember that day I took my steam engine in from tin shop?

It was still hot, an' Jim Hollowell opened the exhaust. Didn't Miss Relph let out a shriek! Came tearin' down the aisle, but she didn't dast touch it, and I shut it off. She made me take it out, an' it was stole, an' I had paid for it with my own money. Say, Skeet, I'll sign that card, too."

"I got to sign it first." Skeet carried the cabbage under his arm.

Skeet and Chuck pushed through the doorway of Room 107. The florist's box, tied with its bow of orchid ribbon, was on Miss Relph's desk. Skeet's eyes sparkled. Miss Relph's fiance had already furnished him a card!

Chuck pulled the box forward. Skeet pushed the ribbon off, lifted the cover and grabbed the violets out of it. He jammed the cabbage in their place. Then he pulled off the envelope that was tied to the violet stems, drew out a long pin he found there, with a blob of yellow glass for a head, and jabbed the pin through the envelope containing the card of Miss Relph's fiance, pinning it fast to the evil cabbage. Lucky for them they had not had to untie the bow and re-tie it.

Other boys began to shuffle listlessly into the schoolroom and girls entered and turned back to say a word or two more before getting their books. Miss Relph appeared at the door. She stared at the two boys sitting quietly in their seats in front of her desk. She somehow resented finding them in their right places at the right time. Her eye lighted up when she saw the florist's square box.

Violets! She could smell them! The odor of violets—violets not cabbage—filled the room. The air about Miss Relph's desk fairly reeked of violets, hot-house violets crushed in a stuffy pocket, mingling their strong odor with the smell of oily sawdust that the janitor had used on the floor.

One wilted flower hung by its head from Skeet's pocket. Chuck saw it and plugged it into his ink well.

The odor of violets excited Miss Relph pleasantly. No harm to take a peep. "Less talking, class," she commanded. "I'll give you all detention if I hear any more of it!"

She slipped the ribbon from the pale yellow box, tipping it ever so slightly on her sloping desk. She pushed the cover off gently. There was a rumble. The guilty cabbage, card attached, slid out of the box, thudded to the oily floor, and slowly rolled down the aisle.

Skeet looked after the rolling vegetable with a bored expression. It stopped at his seat. He took time to lay down his pencil, and to close his composition book. He picked up the untidy cabbage. He walked the step or two to Miss Relph's desk, not ostensibly showing the cabbage, nor yet trying to conceal it.

A titter started in the room, hung for an instant in the violet air, and was choked back.

Miss Relph's well manicured fingers reached for the dirty cabbage. She drew out the long pin with the yellow blob of glass for a head. She dropped the cabbage into the waste basket. She pulled out the card from the florist's envelope. Tore it in two. She threw the halves of the white pasteboard down among the wilted cabbage leaves.

Chuck passed Skeet a torn piece of paper. On it was printed: "Cabbedge head Relph."

Skeet did not grin. Instead he left his seat, his hand in his trousers pocket where the violets were smothering.

Chuck jerked at Skeet's sweater to pull him back. "Siddown!" he cautioned in a whisper.

Skeet wilted into his seat. The air still smelled of violets. Recitations clicked. If a pupil felt any hesitancy about his lesson, he shook his head, and watched Miss Relph's hand holding the pencil that outlined a zero against his name. Finally the bell rang. The children filed from the schoolroom. Skeet remained. He took all of his books out of his desk. Skeet and Miss Relph were alone in the room. It was very still. Skeet twisted his book strap about his pile of books. He drew it tight. Then he buckled it. Miss Relph waited. Skeet undid his books. He sorted them again. He re-arranged the pile and re-strapped them.

"I'm waiting for you to go, Sylvester," Miss Relph said dully.

"Yes'm," Skeet replied, and then: "Miss Relph, I—I," he hesitated, and blurted out: "I ain't ready to go yet, but, blame it all—"

Skeet jerked the soggy mat of purple flowers and green leaves from his hot pocket, and dropped them on the desk in front of Miss Relpt. "Here's your vi'lets!" he said.

Miss Relph looked from the violets to Skeet and back again.

"Your feller what comes to see you didn't have nothin' to do with it," Skeet said. "I done it all to get even with you!"

"To get even with me?"

"Fur, fur," Skeet stumbled, "fur likin' some of us an' not likin' the rest!"

Miss Relph looked into Skeet's eyes. "Does it seem that way to you?" she asked.

He nodded his head. "Yes, an' we put the cabbage in the box for a joke, but it turned out a dirty trick instead." Skeet continued: "An' I know you're goin' to expel me, so I'm takin' my books home, an' everythin'."

"Skeet—" Miss Relph used his nickname for the first time, and the hand she laid on his arm gradually crept around his shoulders. "It *was* a dirty trick, but Mr. Brightmann need not know."

"An' the guy that brought the violets," Skeet hesitated, "he needn't to know, neither, need he?"

"No, he need not know, either," Miss Relph corrected from sheer force of habit.

How Eugene, Oregon, Lowered Costs

By H. R. GOOLD, Superintendent

While the author modestly disclaims any financial miracle, his reduction of costs has apparently been accomplished without the loss of efficiency which generally accompanies emergency cuts. The article suggests attention to basic elements in value getting.

AT TIMES the application of very elemental measures to a school situation yields returns far beyond expectation. Experiences of this kind should assure the administrator that results come from the application of common sense rather than from miracles. Such has been a recent experience at Eugene, Oregon.

In February of 1928 the board of directors decided to abandon a program of divided financial and educational control, and to adopt a policy of single administrative authority and responsibility. The office of "clerk and business manager" was changed to "clerk" and the superintendent was made the executive head of business as well as of instructional affairs.

The community is rapidly growing; but the State Constitution prohibits school expenditures from exceeding by more than six per cent. those of the preceding year, without an authorizing vote by the taxpayers. Furthermore, taxpayers were defined as those whose names appeared on the property tax rolls of the preceding March. Renters and purchasers of home on contracts were thus disfranchised on school budget matters.

Since 1919 the district had been sinking deeper and deeper in warrant indebtedness. Beginning in 1925 an excess of the above mentioned six per cent. limitation had been authorized each year by the taxpayers in an effort to check the ever-increasing deficit. The only result seemed to have been an acceleration of the losses until, at the beginning of the year 1927-28, the district began operations with a debt of over $140,000 of six per cent. interest-bearing warrants.

The directors were persuaded that three issues, (a) reduction of warrant indebtedness, (b) increase of teacher pay, (c) enlargement of school sites, were vital to the welfare of the schools. They therefore submitted to the taxpayers an enlarged budget calling for an increased excess of the Constitutional limitation.

Local opposition, largely of a political nature, seized upon the "higher taxes" war cry, and after election the directors found themselves confronted with the necessity of operating the schools, not only without finances for their advanced program, but actually with less funds than had previously been allowed. Moreover, the "opposition" faced the directors in a pending election with candidates on an avowed platform of repudiation. In one of the most representative elections in the history of the district, the directors were returned to office with a two-to-one vote of endorsement, but without the means of adequate finance. Apparently, if the issues raised by the directors were vital after all, they must be provided by other than increased tax funds.

It was decided that enlarged sites could wait; that increased salaries must be deferred—but that some reduction must immediately be made in the warrant debt. A new budget was drawn and a determination reached that no condition would be held sufficient to permit any expenditure in excess of actual income. Attention was directed inward to see what means could be found to expand the available school dollars.

A carefully computed estimate was made of supplies, of every nature, which would be needed during the coming school year. The entire quantity was purchased on competitive bids, after a careful comparison of quality and prices.

Strict enforcement was given to a non-resident tuition regulation, with the result that three strips of territory were added to the tax rolls of the district by petitions presented by the property owners.

A "spot-map" was made, showing the residence of each pupil in the schools. By mean of this evidence, the necessity of a small, obsolete building was called into question. The building was closed, and the pupils transferred to other nearby schools.

The capacity of one building was considerably increased by the inauguration of a platoon system within it. This resulted in a lowered per capita cost for a considerable number of pupils.

A better balance was made of the teaching load at the respective buildings. An increase of the pupil-teacher ratio from 22.4 to 24.7 reduced the teacher payroll over $7,000 annually.

The teachers accepted graciously the defeat of their anticipated salary increase and responded loyally to an appeal for careful economy in all requisitions. Many original devices were developed, losses were checked, and supplies were more completely utilized. Critics of salary adjustment, by this program, have been largely disarmed, and the

district is now able to take first steps on the second of its objectives.

Reduced to bare essentials, the measures adopted to meet the emergency can be stated as follows: (a) Quantity purchases on competitive bids; (b) reduced per capita costs by centralization and enlargement of units; (c) extreme economy at all times, and careful utilization of supplies.

General funds received last year exceeded our anticipation, expenditures were less than estimated, and the emergency fund of the budget remained intact when the books were closed. These factors permitted a reduction in outstanding warrants during the year of over $20,000. On June 30, 1930, the district's outstanding warrant indebtedness was $63,712.42, which is lower than at the end of any fiscal year since 1923.

An entirely independent and thoroughly competent survey of the State shows that last year the school tax costs of this city ranked nineteen in a list of twenty-nine first-class districts, and that the combined levies for school purposes within the district were lower than any similar district in the state, with but a single exception.

The program seems to have met with community approval, as evidenced by the fact that the two directors whose term expired this year were re-elected to their positions without opposition. Community confidence is on the increase, and there is every reason to believe that the "vital" issues, once defeated, will eventually materialize with the silent approval of even the "opposition."

Two Important Meetings

By MARY ELIZABETH O'CONNOR

Elementary Principals at Amherst

THE third annual meeting of the Massachusetts Elementary Principals Association at the State College in Amherst, March 24 to 27, was a phenomenal success. With a membership of a little over one hundred three years ago, they came with over five hundred this year, leaving superintendents, high and junior high school principals associations far behind them in numbers.

Why did they come to Amherst? Why did they come in such large numbers? Such a young organization! What is the secret of their surging forward, their strong and sudden growth? No one could attend this conference without being faced with these questions, and the answer was there. There in the program, in the discussion, in the conversations in corridor, campus, and banquet hall. These earnest men and women were there straight from the field with the mark of constant daily struggle and the strength it brings upon them. These sturdy, intensive people were there for concrete methods and procedures based on well-grounded principles. Theory and experiment had to be well mixed with common sense to get a hearing. Their two great speakers were Professor Hatch from Montclair Teachers College, and Professor Gates from Columbia; men in the same kind of work as themselves, teaching boys and girls to read, and then giving them something to read.

The progressive school and the social subjects, young citizens, and the great world, how we got this way, and what we are going to do about it, these made up the program.

The State Department of Education is to be congratulated on its wisdom in assisting and forwarding this meeting of people with their hands on the tiller, not directing from any shore, but guiding, sailing the ship of state toward the port of better citizenship. It was a fine meeting, and I feel surer of the schools of Massachusetts than I have ever felt before.

Harvard Teachers Association

AT THE fortieth annual meeting of the Harvard Teachers Association March 21, at Cambridge, a new policy was voted upon which should change the character of that organization in no small way. Up to this time its membership has been limited to graduates of Harvard or teachers who have studied a certain time at the Harvard Graduate School of Education. From one point of view it was a close corporation. Of course members might bring guests to meetings, but its activities were strictly in Harvard hands.

Now, what has the Association done? It has opened its membership to anyone interested in education. As Commissioner Payson Smith puts it, we were composed of members who knew about education, but weren't interested in it, and now we have invited in those who are interested in education, but don't know about it, so between the two groups, the knowledge of one and the curiosity of the other we ought to get somewhere.

This change in policy should increase membership, widen the scope of activities and multiply production in kinds and quantity. Not all Harvard men and women wanted this change, for they realize that you cannot mix up people from everywhere and keep a Harvard viewpoint. But we have plenty of associations that are limited to Harvard members to save our identity, and if we need ideas, and we surely do, why, we should go after them anywhere, and this is one way. Here is one Harvard gate that is open to everybody interested in education. How far we have gone in a few years!

The Junior High School and the Small Town

By CHARLES M. PENNELL, A. M.

Brunswick, Maine

IN RECENT years the junior high school has attracted the attention of educators as well as others, to a greater degree than any other department in the system of education. The reasons for this are many and varied.

The old-fashioned grammar school was good, and served a useful purpose in its day, as a part of the educational system. But the time arrived when this school became out of date for various reasons due to the changes in the world about us. A closer articulation of the parts of the school system, especially of the elementary and the high school, made itself apparent. The need has been met by the establishment of the junior high school, which is fulfilling its purpose so effectively that it has evidently come to stay.

Due to progress in the world about us the methods employed successfully for many years were found to be inadequate for modern times and demanded revision. In recent years the need of individual attention to the pupils has become an established factor in school management. The time has passed, and well it has, when hearing the recitation was considered the main work of the teacher. Today the individual pupil according to modern accepted standards is entitled to the careful attention and direction of the teacher throughout his entire course. The day when commands almost exclusively were considered in order in conducting a school of almost any grade has very fortunately given way to the more agreeable and effective method of training known as guidance, in its various forms. The proper development of the child is now considered the goal of the school. No longer is the child supposed to fit into the niche made for him as formerly by the school system regardless of his capabilities, the system being the main objective rather than the pupil. Today the school has become a developer of childhood, adapting the training to the talents and needs of the child, to the end that the highest usefulness and happiness may result. Although methods of instruction have been changing for the better in recent years, more marked changes have been found necessary in the so-called grammar grades. This age has been called, and rightly so, the most impressionable age of youth, consequently pupils of this period are especially in need of the most careful direction in order to develop to the fullest extent the latent abilities as well as the more obvious desirable tendencies in their makeup.

The world is in need of trained minds and bodies to handle wisely and effectively the many problems of modern life. Wise direction and sympathetic counsel will do much in making the youth of today the right kind of leaders and workers of the future. Vocational guidance, so necessary an element in our schools in order to prepare the youth for the arduous duties of life, cannot be too strongly stressed. Misfits are far too common in agriculture, business, and the professions of today. These may largely be avoided if vocational guidance is given its proper place in the educational system, as is being done in many of our junior high schools.

If more attention were given in the schools and in the homes as well, to the finding out of the natural likes and abilities of children and in the development of these traits there would be fewer misfits and a higher degree of efficiency in the workers of the world. These problems the schools are attacking far and wide with an ever increasing degree of success, and in no grade of school work is the change for the better so marked as in the junior high school.

The interest of the pupil must be appealed to in the right way, and his latent abilities aroused and developed. This can be readily done if the teacher knows his job as he should in handling boys and girls. Of course the home must co-operate to the fullest extent with the school if the goal of one hundred per cent. efficiency is to be approximated. This co-operation is being secured more fully in recent years largely through the better acquaintance of parents and teachers, made possible through the parent-teachers associations, now so generally made use of.

As evidence of the appreciation of the worth of the junior high school when given a fair trial it is interesting to note how few schools of this grade are discontinued. When once established the junior high school remains as an important part of the educational system. In order that it may be at its best in preparing pupils for the senior high school and for life, a careful revision of the grammar school course of study is most necessary.

Introductory science, comprising physics, chemistry and biology, should be added to the course in order to prepare pupils for more advanced work in the senior high school.

Elementary algebra and geometry adapted to the needs and capabilities of the pupils should have their place in the course of study. The introduc-

tion of these studies is not intended in any way to eliminate the arithmetic, grammar and geography so necessary in the grammar school course, but it is so planned as to work in conjunction with them as an aid in explaining and rendering them more vital.

It was my good fortune a few years ago while serving as superintendent of schools in Massachusetts to aid in establishing a junior high school in the town of Medway, one of the smaller towns of the state. The marked change in interest on the part of the pupils in school work was at once noticeable, and rapidly increased as time went on. Before this school was established many boys and girls dropped out of school during their grammar school course either through indifference or in order to go to work. Very few dropped out of the new school. The interest was such that the work appealed to almost all, and school work became a pleasure and a satisfaction. This decision seems to be general wherever the junior high school has been given a fair trial.

Thus this type of school has become one of the important assets in our educational system regardless of the size of the town in which it is located. As this type of school was new and had not been tried out in the educational system, at first it met with many objectors, but as time went on and the school made good, many of those formerly opposed to the school faced about and became its most ardent supporters. Today the junior high school is recognized far and wide as an essential part of the educational system in the preparation of the youth to meet successfully the many new and complicated problems of present-day civilization.

Unrecorded Columbian Voyages

By JACQUES W. REDWAY
Mount Vernon, New York

IT IS HARDLY safe to assert that facts concerning the career of Columbus never before brought to light are now made known; it is true, however, that facts already known are placed in a much better setting, and that a better interpretation has been given to them. Dr. Louis Ulloa, a distinguished historian of Peru, has presented a case to the point, namely, the possibility that Columbus knew definitely, by reason of discovery, of a continent to the westward of Europe before he signed the contract—"Capitulations," it was called—that resulted in a new chapter of the world's history, the voyage of April, 1492.

The research of Dr. Ulloa brings to public notice a most interesting case, no matter what the conclusion that one may reach. This, in fact, is positive evidence that a translation of the text of the capitulations purporting to have been made by Fernandez Navarrete, in one instance at least, was not an exact copy of the real document—in other words that it had been changed with the intent to deceive.

Navarrete was a famous Spanish historian—famous especially for his writings concerning the period of exploration and discovery. He was not a contemporary of that period; his work was done in the early years of the nineteenth century. Upon his work, however, several of the famous biographies of the great discoverer were founded—notably that of Washington Irving.

The critical feature of Dr. Ulloa's discovery rests upon a single sentence in the capitulations, and certainly that sentence has been garbled—probably due to official censorship placed by the Spanish government on all historic literature. The sentence in the original document reads: [lands] "que ha descubierto"—that is, "which he has discovered." But the wording in the Navarrete text reads: "que ha descubrir"—that is, "which he is to discover." Certainly the change in the reading of the text makes a great and an important difference in the meaning.

In one or another of his voyages did Columbus sight the land that he visited during his voyages under the contract with Ferdinand and Isabella? Patricio Ferrazon, a Spanish historian, declares that he did—that in 1477 he sighted the coast of the New World. But Ferrazon's account was ignored by the Spanish government. It has remained to Dr. Ulloa to give to it the credit deserved.

Now we may admit that Dr. Ulloa's account does not establish positive evidence beyond the fact that an official document was mutilated, that a critical and important statement was purposely changed in the original document. It certainly opens a door to the belief that Columbus knew of the existence of the "lands to the westward" when he signed it. At all events, there is a new lead in the history of the great navigator which the historians of today may follow with profit to all concerned.

They Say

ALBERT EINSTEIN:—

"Strange is our situation here upon earth. Each of us comes for a short visit, not knowing why, yet sometimes seeming to divine a purpose.

"From the standpoint of daily life, however, there is one thing we do know: that man is here for the sake of other men—above all for those upon whose smile and well-being our own happiness depends, and also for the countless unknown souls with whose fate we are connected by a bond of sympathy. Many times a day I realize how much my own outer and inner life is built upon the labors of my fellow men, both living and dead, and how earnestly I must exert myself in order to give in return as much as I have received. My peace of mind is often troubled by the depressing sense that I have borrowed too heavily from the work of other men."

JAMES M. CURLEY, mayor of Boston:—

"Birth control by the intellectuals is surrendering the world to the non-intellectuals, and marks an end of Christian morality and cultural progress in art, science, and literature."

ALBERT EDWARD WIGGAM:—

"You needn't be afraid that if your child has brains, he will go to the penitentiary or die early for that reason."

DR. JOHN H. KELLOGG, Battle Creek:—

"The tobacco business is conspiracy against womanhood and manhood. It owes its origin to that scoundrel, Sir Walter Raleigh, who was likewise the founder of American slavery."

JOHN PHILIP SOUSA:—

"When you hear of Sousa retiring you will hear of Sousa dead."

SIR JAMES JEANS:—

"There is sufficient evidence to show that the children of exceptional parents are above the average."

JUDGE ALFRED J. MURPHY:—

"The supervision of leisure time of youth in the formative, adolescent years is a most important step toward crime prevention."

PROFESSOR J. DOVER WILSON:—

"Adult education is a reply to Fascism on the one hand and Bolshevism on the other."

THE NEW DAY ARITHMETICS

DURELL — GILLET

Provide five important means for reducing pupil failure (Ninth Yearbook, 1931, of the Department of Superintendence):

"Using achievement and diagnostic tests followed by special help and remedial work.

"Grouping according to ability, providing differentiated courses of study, and applying teaching methods suitable to each ability level.

"Keeping work within the grasp of the pupil.

"Providing thorough, purposeful, and motivated drill for accuracy.

"Teaching pupils how to study and how to organize work."

Three-Book Edition, Grades III-VIII
Six-Book Edition, Grades III-VIII

THE STUDY READERS

WALKER — PARKMAN — SUMMY

Make definite contributions toward the education of children by means of:

Appealing content related to the interests of the child at each grade level.

Systematic organization, developing each of the skills required in good reading.

Provision for their use as the basis of classroom activities.

Informal tests which diagnose accurately the faults of each pupil.

Stimulation of mental alertness by careful choice of subject matter.

Training in study, which assists the child in all his school work.

Seven Readers for Grades I through VI
Work-Books, Manuals, Flash Cards

CHARLES E. MERRILL COMPANY

NEW YORK ATLANTA CHICAGO

Edward Rollins Goodwin

By FRANCES M. HUNT

Worcester, Mass.

WITH the passing of Dr. Edward R. Goodwin there seems to be a kind of closing up of a period of educational effectiveness, sometimes characterized by us of the same school as the "Age of the Big Four."

It is well remembered today by teachers and graduates of this historic school, that during the late nineteenth and earlier twentieth century years Miss Townsend, Miss Jefts, Mr. Abbot, and the late principal, Mr. Goodwin, worked harmoniously and brought about results that affected both students and teachers to a degree that remains a grateful memory.

Miss Townsend was a lady and a rare scholar in the classics. To say: "I was prepared by Mr. William Abbot of the Classical High of Worcester," was enough to admit a candidate for college with honor. Miss Jefts had a personality which made discipline an un-named requisite in her large and well-filled room, and her advice was ever sought by the ambitious and purposeful, long after high school years. But it is with the last-named, Principal Edward Rollins Goodwin, that this contribution concerns itself. Not only so, but it has not been many years since the editor of this magazine, Dr. Winship, gave a welcome testimony through these columns to the loyalty of Mr. Goodwin to his teaching force.

Mr. Goodwin had a rare sense of values in students and teachers. If not approached with adverse influence, he always assigned to the teacher best equipped by natural aptitude and training the extra curriculum duty which he knew would be effectively handled by that especial choice of his clear judgment. Tasks that were thus undertaken received his hearty encouragement, and effective results never failed of recognition. In the case of competitive work with other schools he could find something to commend in the unsuccessful effort of his own or another school. Triumph was dear to him, as it should be, as a means of encouragement, but never as a finality. He bore with criticism in the very broadest manner possible to a large-hearted man. As an example, when the three high schools of the city were urged to write on a civil service theme, it was the opinion of Mr. Goodwin that the work should be *educative in itself*. Therefore he determined that *all pupils* must write. While the other schools deemed this an unnecessary burden upon the English teachers, and advocated the picked few who could be depended upon for worthy work, Mr. Goodwin thought that we were a public school, and the pupils should be aggregated in an effort which had *greater intelligence* as its object. The results justified his wisdom, for Classical was successful in winning both the first and the second prizes. As he projected, the least regarded in prospect gained the first place in honor. Mr. Goodwin reminded us then of a wise remark of our always loved Oliver Wendell Holmes. How that rare and genial presence once remarked: "I have sat down to dinner with rare wits and with an expectant heart listened for some new turn of thought, some astute word or some subtle humor, from the well-known, and while thus engaged, what would be my surprise to hear the brightest and the best after-dinner speech from a voice never listened to before." "Thus it often is in the public school," said Mr. Goodwin, "and that is the reason all must have a chance."

Another quality of Mr. Goodwin's that may well be emulated by all of us today, was his willingness to forget injustices and injuries. He could enable us to rise above adverse criticism by his very ability to disregard it, and go on as if it had not been.

He was most happy in expressing commendation wherever it was needed as encouragement, or deserved as a worthy reward. He never slighted the occasions that would add pride or joy to the student body.

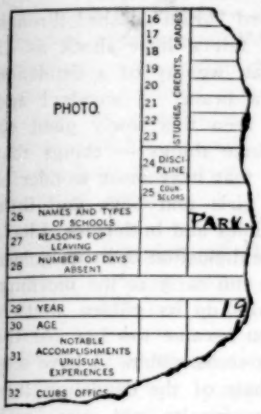
His sense of humor was by no means small. It saved him and us from many a depression when things did not measure up to our expectations. He knew how to say: "Never mind, a better day is coming." While Mr. Goodwin was not averse to calling in a parent for consultation when the occasion demanded explanation, his loyalty to his teachers was universally acknowledged. He might, in private conversation, question the wisdom of a teacher, but he was to be depended upon for loyalty.

A large company of well established citizens of Worcester, and many whose interest have called them to foreign parts, recall their high school days under Principal Goodwin, with appreciation of his encouragement, with gratitude for his inspiration, and with rare affection for his ever sympathetic interest and never-failing trust in their immature efforts.

As one of his teachers during a portion of Mr. Goodwin's reign, in behalf of a score of others who would join me in their tribute, I send these lines of appreciation and loyalty for the privilege of being led by one who had the highest interests of the youth of this city, as he met them in daily association in the high school best known by our colleges, The Classical High of Worcester, Massachusetts.

GUIDANCE RECORDS CALL FOR A PHOTOGRAPH

WE OFFER A DISTINCTIVE SERVICE TO SCHOOLS AND COLLEGES



Individual Photographs for Office Records and Year Books

SEATING PLANS WITH PICTURES FOR ELEMENTARY SCHOOLS

Let Us Send You Full Information

Wilson-Way School Photography
1955 Massachusetts Avenue
CAMBRIDGE, MASS.

Hall's School Photography
255 No. Eighteenth Street
EAST ORANGE, N. J.

A NEW BOOK for a NEW SUBJECT

RHYTHM ORCHESTRA TRAINING

By GRACE DRYSDALE

TEN GRADED LESSONS

MUSIC ON FIVE VICTROLA RECORDS

CONTENTS:

PART ONE—ASSEMBLING THE ORCHESTRA

Response to rhythm without instruments
Acquainting players with sticks and clogs.
Technique of playing triangles and cymbals
Technique of playing bells and pipes
Technique of playing tambourines and drums
Skill in playing as a complete orchestra

PART TWO—PROJECTS AND PROGRAMS

Opportunities for developing creative instinct
Projects; a further development for the rhythm orchestra
Holiday programs with the rhythm orchestra
Semi-classical music—index to materials

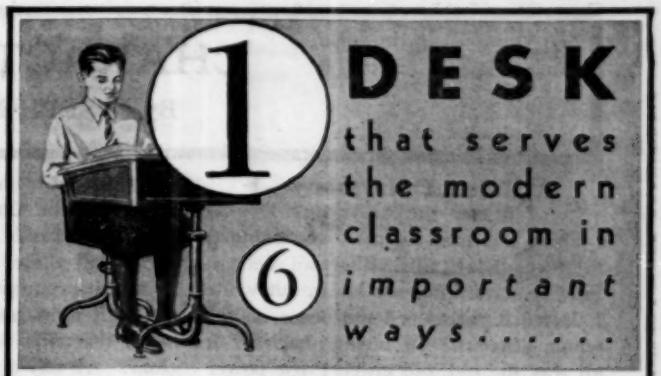
RECORDED MUSIC SCORED FOR PLAYERS

Fundamental Rhythms and Folk Music
Indian, Chinese, Slavic and Arabian Music
Semi-Classical Music and Marches.

Write for further information

Drysdale School Service

Harvard Square, Cambridge, Massachusetts



DESK

that serves the modern classroom in *important ways.....*

THE amazing advantages of the "American" All-Purpose Universal Desk have won the enthusiastic approval of Superintendents, Principals, and Trustees of schools everywhere. For beyond its stamina, its sensible, practical, durable construction, are features of such obvious merit that with its introduction at the N.E.A. Department of Superintendence Meeting in Detroit, it became of paramount importance as an example of modern equipment for progressive, modern schools.

Note the photographic illustrations—the 6 distinct ways this desk serves. Specialized experience . . . exacting research—meticulous experiment developed this desk. When you seat your school . . . install this modern unit. With posture-correctness, it makes a valuable contribution to the proper physical development of the children in your care.

1 *BookSupport*—a special book support extension quickly converts the standard model to a sight conservation desk.

2 *Comfort for Cripples*—Various attachments may be purchased to fit the physical fault of the pupil.

3 *Level Top*—a simple device attached below the lid holds it at a level. Ideal for group study or socialized recitation.

4 *Study Hall Top*—A top without book receptacle. Ideal for high school and study hall purposes.

5 *Typewriter Desk*—a tilting top for use in the typewriting room. Turn the top down—and it is set for study or work.

6 *Standard Type*—For general school use. Various adjustments, attachments and devices quickly adapt it to any school purpose.

FREE Poster on posture furnished for each classroom. 62,000 of these posters now in schools the country over. Size 17½ by 25 inches—in 3 colors—it shows children why they should sit erect. Hang one in every classroom. Please use the coupon.

AMERICAN SEATING COMPANY (J.E. 4)
14 East Jackson Blvd., Chicago, Ill.

Please send me, free and without obligation, a copy of your Posture Poster on correct sitting. Principals and Superintendents will be supplied with a poster for each room, on request. Please indicate number of classrooms.

Name.....

Address.....

Position..... ☐ Number of classrooms.

American Seating Company

Makers of Fine Seating for Schools, Churches and Public Auditoriums

General Offices: 14 East Jackson Boulevard, Chicago, Ill.
Branches in All Principal Cities

J. L. HAMMETT COMPANY
KENDALL SQUARE - CAMBRIDGE, MASS.
"Distributors for New England"

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

A Tale of Harmony—I

(From the Assyrian.)

There was once a great dispute among the three colors, Red, Blue and Yellow. How it started nobody knew, but while it lasted it threatened the peace of the whole heavens. Of course, back of it all was the old, old craving for power and glory. Back of it all was jealousy, too, and envy, and an unwillingness to see anything which one's own eyes did not reveal.

When the conflict was at its height, these words floated down to earth, and were heard by a philosopher who sat in front of his cave on a stony Assyrian hill.

"I tell you," said Red, "that I am the most important color. I stand for warmth. My servant is fire, that goes from house to house, warming and cheering and aiding humanity in a thousand ways. From me all comfort flows. I am the color of blood. Is not that proof enough of my superiority? Imagine blue blood or yellow blood. Imagine blue fire or yellow fire.

"In the hearts of men I stand supreme, also, for I am the symbol of charity, forgiveness, goodness and relief from pain and suffering.

"Look about you, my friends. What flower does mankind cherish most? Is it not the rich red rose? Need I say more to prove my superiority?"

"Indeed you need say much more," broke in Blue. "Your arguments do not affect me in the least. Behold yon immense and infinite sky! Is it not blue? And behold yon tremendous and resistless sea. Is it not also blue? And every star that shines forth when the shadows lengthen sends forth its image riding on my blue chargers of light. Look far below us! What do you see gleaming in the crown of the great king? Is it not the blue blaze of a great diamond? And as for flowers, well, have you ever seen the blue bells of Scotland, and the tall spires of the larkspur, and the glory of the chicory just before the snow flies?"

(To Be Continued.)

A Tale of Harmony—II

"You have both had your say," said Yellow. "Now listen to me. When you have heard my words you will both fade away and bother me no more. My friends, what is the symbol of glory? Is it not gold? What is the power that sinks navies and shatters empires and enslaves mankind? Is it not gold? And is not gold the most beautiful yellow in the world of light? Glory, my friends, has always gone forth under my banners of gold. Kings prefer me above all other colors, and upon the fingers of chosen ones are slipped bands of gold.

"But all these wonderful things are as nothing compared with the golden sun as it rises and sets, and the golden moon that fills the midnight sky with glory. All day and all night my golden glow beautifies both land and sea. As for flowers, where can you go and not find the gold of the dandelion, the goldenrod, the sunflower, flowing in and on beneath your feet?"

The philosopher sighed. He was becoming bored with this senseless wrangle, when suddenly he heard the very voice of the sun speaking above him.

"Peace, silly colors," said the sun. "Suppose for a second I should wink my eye, what would happen to all of you?" As the sun spoke the sky clouded, darkness came, no ray of light penetrated the vast gloom. Blue and Red and Yellow fled wailing into outer darkness—lightning flashed—cold white as sharp as steel blades, then the rain fell, black and dismal, across the desolate world.

"When you have made up your quarrel," said the sun to the fleeing colors, "you may return."

From a vast distance came the voice of each. "We shall quarrel no more."

Then the sun smiled—the clouds broke away—the rain ceased—a bird sang, and the great colors returned—not as before, envious of each other, but locked arm in arm, spanning the earth in the great brotherhood of colors which men know as the rainbow.

Dandelion Brains—I

Today, as I came along to school, in the warm, sunny corner of an old rail fence, I saw what seemed to be a golden coin glittering amid the brown dried leaves. It proved to be a dandelion, a gay, golden creature, spreading the glory of an earthly sun in the leaf-strewn corner where it grew.

A dozen fancies flitted through my mind as I stood looking down upon its humble beauty. It might have been a golden wheel from some wrecked chariot of the sun, whirling down through a thousand leagues of space to rest at last upon a bed of last year's leaves. It might have been a gold piece minted in some heavenly press, and, tossed down to a sleepy world, a sample of a more precious currency in a land where beauty is not for sale, since all things there are beautiful. Gay little dandelion, coming early to your yearly task, what deep and tender planning has gone into the fashioning of that wise brain of yours?

As the word "brain" flashed through my mind, I felt a little shock as of surprise. Can we say of a dandelion that it has a brain? I wonder! and yet, I have seen this lowly plant do strange, strange things — things that creatures do that have most wonderful brains, like girls and boys and little dogs and orioles and butterflies. I have seen the little dandelion open its golden heart to the sun early in the morning, and then close up its golden shutters when the sun became too hot for the tender young seeds within. I have seen the golden hair of the dandelion turn ghostly gray in its old age, each feathery petal becoming a parachute ready to sail away with its little brown passenger-seed clinging underneath to ballast it. I have seen this sheaf of parachutes close up, like an old umbrella, when storm clouds form. It took brains to know that the big drops of rain would wet down the parachutes, and prevent them from sailing far away through summer skies. But, after the rain has passed, and the thunder has rumbled its big iron wheels bumpily away down the cobbly avenue of storm, I have seen the umbrellas open as gayly as can be, ready to lift at the slightest breeze and drift away.

(To Be Continued.)

Dandelion Brains—II

It takes brains to do wonderful things like these. And then it takes brains to just live and thrive in the way my golden friend lives and thrives. In an alley, in a crevice, on a walk, on the lawns where the jealous grass drives every other flower away, on a dump, in a bed of dry cinders, amid the rocks of an old quarry — everywhere, and always, beautiful and always sunshiny, and always cheerful and always spreading abroad the gospel of faithfulness to a golden mission.

Yes, I think our little friend has brains. Just where they are I do not know. I fear a microscope would not find them. Maybe they are not in the earth at all, but in the keeping of some kindly, generous, open-handed spirit, who does the thinking for the dandelion family. It is all a great puzzle to one who thinks about it. Here at my feet is beauty, is design, is color, is invention, is intelligence, is faithfulness, is obedience, and yet my fingers touch but the silken petals of a golden flower.

Discussion: Is it not well for us to

wonder over the marvels that we find in nature? Consider for an instant the following! We are here on a little ball in space. Our nearest neighbor is the moon. We rest on nothing at all, and yet we never fall. There are no bridges between us and somewhere else, and yet—life has found its way here. Now think of our own wonderful mystery. Here we are, you and I, opening eyes, seeing, thinking, understanding. Knowing all this, do we not feel that we should make ourselves as worthy as possible by keeping ourselves faithful through our obedience to the laws that govern all noble and beautiful things?

The Garden of the Birds

In the Arfak mountains of New Guinea dwells one of the wonder birds of the world. It is known by the picturesque name of the Gardener Bower Bird. When this strange bird wishes to build a nest it selects a small tree, and erects around it a conical hut of twigs that are so interlaced and woven together that no water can penetrate. Around the inside walls of this well-built hut runs a gallery that gives access to a central cone of soft mosses built completely around the stem of the supporting tree. This nest, as well-built and habitable as the home of any savage, would, in itself, give this little bird a high place in the kingdom of living things, but the intelligence of the creature goes much further, and creates conditions around its nest to be found elsewhere only near the homes of human beings of advanced stages of civilization.

For many feet about the hut the gardener bird carries away all debris, and replaces it with a meadow of soft mosses. But even a well-kept lawn is not enough, for seemingly driven by the same desire for beauty that actuates civilized man, this little bird collects lovely flowers and bright shells, and arranges them in pleasing manner upon the lawn before its doors. When the flowers fade they are dragged away, and new ones set in place, thus proving beyond doubt that the freshness and vividness of the color they possess attract and please the senses of the bird.

In beautifying its home this little bird goes far beyond the natives who live near it, for whereas it surrounds itself with the loveliness of flower and shell, their homes are the abiding places of filth and vermin.

Consider the birds about your home. Is there anything more wonderful or beautiful than the nest of an oriole? Is it not a symbol of faithful planning, faithful and yet beautiful building? Does any oriole ever build a slovenly or ugly nest? No! Does any man ever build a slovenly or ugly home? Yes.

Faithfulness, then, to some ideal is necessary for the appearance of beauty.

The Goods

You've got to have the goods, my boy,
If you would finish strong;
A bluff may work a little while,
But not for very long.
A line of talk all by itself
Will seldom see you through;
You've got to have the goods, my boy,
And nothing else will do.
The fight is pretty stiff, my boy;
I'd call it rather tough,
And all along the route are wrecks
Of those who tried to bluff.
They couldn't back their line of talk
To meet the final test;
You've got to have the goods, my boy,
And that's no idle jest!

TEACHERS OF Grades IV to VIII Inclusive

Have you received your sample of Mr. Egan's Monthly Service in Character Training? If not, drop a line to Joseph B. Egan, Journal of Education, 6 Beacon street, Boston, and a full month's work will be sent you without charge.

Have You Time for All the Subjects You Want to Teach?

Many subjects that every teacher would like to include in the commercial course are crowded out because of a lack of time, money, and teachers.

GENERAL BUSINESS SCIENCE
By Jones and Bertschi

provides the materials for one articulated course that greatly enriches the content formerly scattered through two, three, or even all the following courses:

Junior Business Training
Community Economics
Vocational Guidance
Vocational Civics

One teacher and one class hour instead of two or three teachers and as many different class hours means a substantial saving in time, money, and teacher effort.

Reduced cost of instruction plus an improved curriculum is one of the benefits you may expect from an adoption of **General Business Science**, which fully meets these Junior High School requirements:

1. Information **3. Exploration**
2. Guidance **4. Foundation material**
5. Vocational Practices

General Business Science, published in either one or two volumes, with its project pads, teacher's manuals, objective tests, special service bulletins, is a flexible course which may be easily adapted to the needs of any school. Investigate **General Business Science** and see how fully it measures up to these standards.

For information address our nearest office.

THE GREGG PUBLISHING COMPANY

New York **Chicago** **Boston** **San Francisco**
Toronto **London** **Sydney**

The BOOK TABLE

PUBLIC SCHOOL ORGANIZATION AND ADMINISTRATION. By Fred Englehardt, University of Minnesota. Cloth. 600 pages. Ginn and Company.

The characteristic which distinguishes a successful enterprise from others is management. Business men hold that the success of a corporation is dependent nine parts on management and one part on all other factors, including luck, a maxim equally applicable to a public-school system. All endeavors that tend to improve the services which the schools are rendering are phases of organization and administration.

This volume applies, in a comprehensive manner, modern principles of management to the organization designed for the administration of the major functions of local school systems. Emphasis is placed upon the newer developments which have occurred during recent years, and which are modifying public-school administration.

Administrative techniques are not dealt with except when essential in the discussion of principles or their application.

The increasing participation of principals, supervisors, and teachers in the management of the schools demands that all members of the professional corps have an appreciation of school problems.

No one has a moral right or should have a civic right to serve on a city board of education who is not familiar with the basal principles of "Public School Organization and Administration," and Fred Englehardt has produced a book of 600 pages, covering every feature of school activities thoroughly, states all principles clearly, and writes everything interestingly.

EDUCATION, CRIME AND SOCIAL PROGRESS. By William C. Bagley. Cloth. 150 pages. New York: The Macmillan Company.

Dr. Bagley has grouped eight essays from magazines and addresses in a discussion of the relation of education to the serious civic, social and industrial situation.

Dr. Bagley says frankly that this book is devoted primarily to "by far the most serious weakness of American education—the virtually complete rejection of the disciplinary ideal in the fields both of mind and morals."

Dr. Bagley further says: "Symptomatic of the present situation in American education is the wide vogue and increasing popularity of the so-called Progressive School of educational theory. . . . The extremists seem now to be exerting the most powerful and pervasive influence. They reject the ideal of discipline, and would abandon pre-arranged programs, assigned tasks, and learning activities of all kinds that are imposed from without."

The spirit of Dr. Bagley is admirable. He realizes that education today is between the upper and lower millstones—soft sentimentalism and hard materialism.

We rarely read every page of a book of 150 pages as a pre-requisite to reviewing it, but Dr. Bagley's book was really irresistible, and the general effect of this complete reading of the book is a conclusion that what Dr. Bagley really regrets is that modern education rejected "formal discipline," and the real aim of Dr. Bagley is to rescue formal discipline as a dodo.

Dr. Bagley has developed high efficiency as a "life-saver." He nationalized himself at Philadelphia some years ago when he rescued academic education from the tidal wave of vocationalism, winning unprecedented applause and life-long fame, but he did not check the tidal wave.

Since then he has answered an S O S call speedily, and in this case he hopes to rescue Formal Discipline for the glory of American education. So mote it be.

SONGS FOR THE SCHOOL YEAR FOR JUNIOR AND SENIOR HIGH SCHOOLS. Compiled by George S. Dare, Introduction by John M. Avent, both of Curtis High School, New York. Cloth. 191 pages. (7 by 10.) New York: A. S. Barnes and Company.

There is no better demonstration of the achievement of public school music than the fact that publishers will issue such books for school use as are coming from the press. This is a book of 174 songs, each of which is classified as definitely as though it had been originally written for Mr. Dare's use. For instance, there are ten songs for evening. There are fifteen classes of songs for times of day, special days and seasons.

The songs are classified appropriately for fifteen high school subjects. There are songs classified by thirty different musical forms.

The songs are classified for each school month, starting with fourteen in September, twenty-one in November, thirty-two in June.

Think of a book of music for all these songs, every one of which is in many different classes.

It is a liberal musical education for a high school student to know when to use each of these songs at the various times when it is appropriate.

ABE LINCOLN GROWS UP. By Carl Sandburg. Introduction by Max J. Herzburg. Cloth. New York and Chicago: Harcourt, Brace and Company.

Carl Sandburg is as interesting a personality as the Middle West has produced in the last half century. Galesburg has had some exceptional men and women of whom it is justly proud, but of none is the city more justly proud than of Carl Sandburg, whose "Abraham Lincoln: The Prairie Years" is one of his most famous prose products.

"Abe Lincoln Grows Up" is the first twenty-six chapters of Carl Sandburg's biography of Lincoln. It is the only early "Life of Lincoln," probably, that gives a true-to-life picture of the place, the time and the way in which "Abe Lincoln Grows Up."

Men and women as well as children should read and re-read this account of the boyhood and youth of the greatest American in the nineteenth century.

THE PRACTICE OF TEACHING IN THE SECONDARY SCHOOL. By Henry C. Morrison. Revised edition. Cloth. 680 pages. University of Chicago Press.

Henry C. Morrison's edition of five years ago presented a clean-cut, forceful, scientific teaching practice for secondary schools. No other book of practice of teaching has had as pronounced an effect on classroom practice in many years. It was at once accepted as authoritative. It was refreshing to discover that it was possible for a university professor to think through a vital proposition, and present his conclusions so clearly and vitally as to affect the complex philosophies.

For five years Dr. Morrison has lived with his own creation, and with some few extensions and a little toning up of the phrasing he presents it a trifle more to his satisfaction.

Books Received

"Personal Adventure and Romance." Chosen by E. C. Parnwell. London, England: Oxford University Press.

"The Dangerous Life." By Judge Ben B. Lindsey and Rube Borough. New York City: Horace Liveright, Inc.

"Everything You Want to Know About the Presidents." By Auburn S. Cunningham. Chicago, Illinois: A. C. McClurg and Company.

"Abe Lincoln Grows Up." By Carl Sandburg. New York City: Harcourt, Brace and Company.

EDUCATION IN ACTION

Predicts Schools' Aid in Keeping Prosperity

Imaginary Survey of Education in 1960 Also Pictures Vocational System as Economic Factor; Latin Abandoned

The stabilization of prosperity through the elimination of involuntary idleness and through a practical school system that would provide young men and women for "junior" and "journeyman" vocations was predicted by Dr. David Snedden, of Columbia University, in an imaginary survey of American high school education in 1960.

The survey was in the form of a report by a Chinese commission delegated to study educational conditions in this country thirty years in the future. The visiting Chinese noted that the United States of 1960 had become a self-contained nation with exports and imports amounting to less than $100,000,000 a year.

The population of the country, it seemed, had reached a stabilized limit of about 150,000,000, and each citizen lived to be about sixty-seven years old. A "National Production Apportionment Board" regulated the production of all commodities, and each worker had a yearly "working quota" of about 1,600 hours.

In their report to Dr. Snedden the fictitions commission separated the school system into classifications of non-vocational schools for the general education of children between the ages of ten and eighteen, and about 6,500 special schools for older children to prepare them for their chosen vocations. The studies included current literature, general natural science, general social science, current photographic art, and the more vital aspects of hygiene, music and current history.

Long summer vacations, the report noted, had been abolished for an attendance schedule of eight to ten hours a week for fifty weeks of the year. Students, however, were required to study only those subjects for which there was a proved need.

The report also pointed out that a course in "moral comprehension" had been substituted for religious education, and that Latin and plane geometry had been abandoned.

Teachers' Salaries Hit in Report

Watertown (Mass.) is not keeping up with the standard of salaries for school teachers, the adjourned town meeting was told by members of the Columbia field survey staff, who made a survey of the Watertown school system. Experts, who made the survey, gave a brief illustrated report. Members of the staff who spoke were: Dr. George Strayer, Dr. N. L. Engelhart, Dr. Paul Mort and Dr. John Norton. Previous to the report of these men, the town appropriated $575,000 for educational purposes. When this was before the meeting an attempt was made to amend it so that $4,000 would be added for the purpose of raising the maximum salaries of teachers, but this amendment was voted down. The report of the survey experts gave the citizens a brief outline of what is contained in the 196-page report, which will soon be in the hands of town meeting members.

Attendance Drops In Public Schools

Attendance in the public schools of New York City showed a marked decline during the school term which ended February 1, as compared with the record of the winter semester of the year before, according to a report made public by the Board of Education's bureau of attendance. A drop was shown in every one of the five types of schools, the elementary, junior high, senior high, industrial high, and continuation schools. The average decrease for all grades of schools was 1.75 per cent.

University Abandons Set Curriculum

Dean Julian Park, of the University of Buffalo, has announced the abolition of all academic requirements and required courses in the college of arts and sciences. The decision was made by vote of the faculty. "The steps taken," Dean Park explained, "allow the freshmen and sophomores to select their own courses, according to their own interests and future careers. The old school of discipline has gone by the board." Instead of the old required courses, freshmen and sophomores will have freedom of choice, advised, however, by faculty members in various departments. "Objection may be raised on the grounds that this system allows for too premature specialization," said the dean. "The answer, of course, is that in this complicated world one cannot get a smattering of everything, of many different courses, but one must concentrate in two or three fields."

Classics Teachers Elect Officers

About 170 teachers of the classics in leading Eastern schools and colleges attended the annual meeting of the New England Classical Association, which was officially opened by Dean Marjorie Nicolson, of Smith College, recently. Professor Nelson G. McCrea and Miss Elizabeth Grier, both of Columbia University, were among the twenty-seven delegates reading papers on classical subjects. Officers chosen for the coming year include Miss Mary Randall Stark, of Girls Latin School, of Boston, president; Professor Harry N. Hubbell, of Yale University, vice-president; Professor Monroe N. Wetmore, of Williams College, secretary-treasurer; Miss Mary Elizabeth Bartlett, of Manchester, N. H., High School, and Professor Thomas Means, of Bowdoin College, on the executive committee, and Walter V. McDuffee, of Central High School, Springfield, Mass., representative on the council of the American Classical League.

Negro Students Increase in Decade

Enrollment in Negro high schools has increased 177.8 per cent. during the last decade, according to the findings of a statistical study announced by the United States Office of Education. The survey, made by David T. Blose, assistant statistician, covered eighteen Southern states, where separate records were kept for white and negro schools. In those states more than 2,290,000 negro children were reported in schools, while public schools of the northern and western states enroll about 300,000, according to the survey. Southern states included in the Office of Education study were: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia and the District of Columbia.

State Universities Produce Scientists

Contrary to a widely-accepted view about the achievements of the large, privately-endowed universities, the

state institutions are the ones that are proving most productive in turning out front-rank men of science, according to a survey prepared by Stephen H. Fisher. The test applied was the number of graduates who had achieved a "star" in American Men of Science. The actual rank of institutions on the basis of numbers is Johns Hopkins, the University of Kansas, University of Chicago, University of Pennsylvania, Harvard, University of Indiana, University of California, and University of Michigan. The rank of institutions such as Johns Hopkins, it is asserted, comes partly because these attract so many outstanding graduates from other schools, while the rating of the University of Kansas is said to be based on a record made on its own merits.

Wesleyan University Will Retain Its Name

Wesleyan University, Middletown, Conn., is going to retain its name in spite of the fact that about fifty other colleges use it also. The suggestion that for this reason the name be changed, was made last year. The undergraduates voted against it, 422 to eighty-four. The eighty-four were divided in their choice among Olin University, for Stephen H. Olin, second president of the institution; Winchester University, for the late Caleb T. Winchester, head of the English department; Old Wesleyan University and Andrus University, the latter in honor of John E. Andrus, of Yonkers, N. Y., an alumnus and benefactor of the university. A committee of the trustees, headed by Representative Frederick M. Davenport, made a report opposing any change of name. No substitute with sufficient reason for its adoption had been suggested, the committee said.

Teachers Protest Wage Reductions

The axe of the state board, which is working on the financial reclamation of Fall River, Mass., fell recently on the school department, to bring about savings estimated to total $170,000 before next December. The twenty per cent. salary slash decided upon by the department, however, brought vigorous protests from the teachers not under contract and all the 825 department employes affected by the reduction, and the possibility that legal proceedings will be brought by city employes to retain their previous wage status. Elimination of twenty kindergarten schools, the retirement of ten janitors, the release of four others, and other economies were announced by Superintendent Hector L. Belisle. The only persons not affected are forty-two teachers whose contracts contain clauses which would make it legally possible for the teachers to fight for continued wage scale. Teachers held a mass meeting, and voiced almost unanimous opposition to the proposed reduction, and announced that counsel would be obtained to fight for their interests.

Amplifier Used to Offset Din in School

Fearing that distracting noises were preventing his students from deriving the full benefit from his lectures, Joseph L. Basseches, a teacher in the physical science department at James Monroe High School, the Bronx, N. Y., has set up an amplifier in his classroom to offset the racket emanating from the school cafeteria next door, it was revealed recently. Like a radio announcer, Mr. Basseches speaks into a microphone, and his voice is magnified and relayed to those seated in the back rows of the thirty-five-foot lecture room. The teacher asserted that by "applying the machine age to the teaching profession" he had solved one of the greatest problems of the school teacher, that of straining his voice to be heard by all his pupils.

Winchester Battle Over Schools Ended

Winchester's (Mass.) action in approving a compromise plan for secondary school facilities, at the final session of the annual town meeting in March, brought to an end a twelve-year battle which saw some of the most turbulent developments of any school fight in the state of Massachusetts. The closing vote for the school plans at the final meeting was unanimous. Under the scheme adopted, the present high school building will be renovated at a cost of some $30,000, and an addition will be added to cost approximately $155,000. This will provide for the four high school grades for some years, and care for 700 pupils. As a further detail of the plan a new intermediate school, to house grades seven and eight, will be constructed on the so-called "Main street lot" at a cost of $174,000. Five special committees of the town investigated the school situation during the controversy, and during the past year three different times the necessary two-thirds vote for a bond issue was lacking on referenda for a three-year unit on the Main street location.

University of Michigan Received 16 Million

More than $16,000,000 in gifts and endowments were received by the University of Michigan during 1930, according to Dr. Alexander G. Ruthven, president of the university. The $15,000,000 bequest of the late William C. Cook, of New York City, to the college of law, is believed to be the largest single gift ever given by an individual donor to an American school.

Private College Attendance Up

Attendance at private colleges in Wisconsin, now totaling about 7,000, has increased faster than attendance at the University of Wisconsin, according to Wirth F. Ferger, former economics teacher at the university. Ferger predicts that the university will reach an enrollment of 15,000 by 1950.

Free Soda Pop Boosts Grades

A decided difference in grades was observed in Yuma, Ariz., by city school authorities, after an enterprising confectionery firm offered each student a free bottle of pop for every perfect grade.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

"What the children love is a complete story." So goes the tale of many a teacher the country over. Any age, any grade, any reading background may find one of the Arlo Books to suit its need.

This week a first-grade child in Hartford, Conn., read PENNIE at sight with genuine enjoyment. In the same city another teacher told us DAN'S BOY was the favorite with her seventh grade.

The Arlo Books are, first of all, stories — and then readers. The combination makes them unique the world over.

THE ARLO PUBLISHING COMPANY
Newton Upper Falls, Mass.

ESTABLISHED 1869

Reduce Your Annual Outlay for New Books by Making Those Now in Use Last Twice As Long

HOLDEN BOOK COVERS

Save Money by Saving the Books

Waterproof and Weatherpoot

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **SPRINGFIELD, MASSACHUSETTS**

GRINS BETWEEN GRINDS

Hurrah!

"I'm the happiest man in the world. I have the best wife in the country."

"Well, who wouldn't be happy with his wife in the country?"

Hearsay

A vicar was visiting one of his poorer parishioners, an old woman afflicted with deafness, who expressed her great regret at not being able to hear his sermons.

Desiring to be sympathetic, he said with unnecessary self-depreciation: "You don't miss much."

"So they tell me!" was the unexpected reply.

Testing

The inspector was testing the general knowledge of the junior class.

Slapping a half-dollar on the desk, he said sharply: "What's that?"

Instantly a voice from the back row: "Tails, sir."

Matter of Taste

An Indian from a nearby reservation came to town for the third time to buy six dollar-bottles of cough syrup.

Druggist—"Someone sick in your family?"

Indian—"No sick."

Druggist—"Then what on earth is all this cough syrup for?"

Indian—"M'm—me likum on pancakes."

Unnecessary Function

Friend (who has been admiring baby)—"Can he walk yet?"

Extremely rich mother—"Not yet, but of course there will never be any necessity for him to do much walking."

A Sure Disguise

The honeymoon couple were about to alight from their taxi.

"I feel so nervous, George," she whispered. "They are sure to know."

But George was resourceful. "Here," he said, "you carry the bag."

Service

Farmer Jones had just retired and moved to town. In the morning, after spending the first night in the new home, his wife said:—

"Well, Paw, hain't it about time you was getting up to build the fire?"

"No, siree," replied the old gentleman, "I'll call the fire department. We might as well get used to these city conveniences right now."

A Good Diet

After dwelling for an hour on the parts played by carbohydrates, proteids and fats, respectively, in the upkeep of the body, the professor asked: "Now what three foods are required to keep the body in health?"

And the young woman answered: "Breakfast, lunch and dinner."

Faithful Sentry

At a fancy-dress dance for children a policeman at the door was told not to let any grown-up persons enter.

An excited woman came running up to the door and wanted to come in.

"I'm sorry," said the policeman, "but I can't let anyone in except children."

"But my child is in there as a butterfly," cried the woman, "and she has forgotten her wings!"

"Can't help it," replied the policeman. "Orders are orders. You'll have to let her be a caterpillar."—Exchange.

Natural Mistake

She was a big, strong woman, and the burglar she had tackled and captured bore unmistakable signs of punishment.

"It was very plucky for you, madam," said the magistrate, "to have set upon the burglar and captured him, but need you have blackened his eyes and knocked all his front teeth out?"

"Well," said the woman, "how was I to know it was a burglar? I'd been up three hours waiting for my husband. I thought it was him."—Tit-bits.

A Bigot

"Yes," remarked the young typist to her girl friend, "I like the new job and the boss, but he seems a bit bigoted to me."

"Bigoted? In what way?"

"He seems to think that words can only be spelled his way."—Newcastle Chronicle.

No Crowding

Mr. Spinkes—"But why did you buy a dachshund for the children?"

Mr. Linkes—"So that they can all pet him at once."—Christian Science Monitor.

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
New York, N. Y., 225 Fifth Ave. — Birmingham, Ala., 808 Title Bldg.
Syracuse, N. Y., 139 Fage Ave. — Kansas City, Mo., 1020 McGee St.
Philadelphia, 1420 Chestnut St. — Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

New York
BTB
Philadelphia
BRYANT TEACHERS BUREAU, Inc.
1759-60 SALMON TOWER
11 WEST 42ND STREET New York City
Member National Association of Teachers' Agencies

CHESLEY TEACHERS' AGENCY
DOVER, NEW HAMPSHIRE FREE REGISTRATION
State particulars in first letter

ITHACA TEACHERS AGENCY ENROLL NOW NO FEE
PERSONAL SERVICE
Teachers needed for all positions from Kindergarten to College. 130 BLAIR STREET ITHACA, NEW YORK
SCHOOL AUTHORITIES No charge. Reliable Service

Good Positions for good TEACHERS in Schools and Colleges
Always Available in many States ENROLL NOW
NATIONAL TEACHERS AGENCY
327 PERRY BLDG., PHILADELPHIA, PA. 8 BRANCH OFFICES

THE PRATT TEACHERS' AGENCY
70 FIFTH AVENUE, NEW YORK
Recommends college and normal school graduates, specialists and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

THE TEACHERS EXCHANGE
of Boston, 120 Boylston Street
Recommends Teachers, Tutors and Private Schools

CLARK-BREWER TEACHERS AGENCY
— 49TH YEAR —
NEW YORK Flatiron Bldg. — CHICAGO 64 E. Jackson — MINNEAPOLIS Globe Bldg.
KANSAS CITY N. Y. Life Bldg. — SPOKANE Chamber of Commerce Bldg.
All members of the National Association of Teachers Agencies
WE cover the country. This is the way it works. She was teaching in Alaska. She registered with our Spokane office. They sent her papers to all our other offices. The Chicago office placed her in a fine position in Iowa. Only one registration fee (which is permanent), only one writing of references, only one commission, but five offices worked for her, — successfully.
Get Brewer's National Educational Directory, 10,000 Names. Price, $1.00

EMERSON College of Oratory
HENRY LAWRENCE SOUTHWICK, President
The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to
HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

Spain Closes Universities

All universities in Spain were suspended early in February for a month by royal decree. The government said that all other means of pacifying the striking students had been exhausted. A preamble to the decree said that the students evidently were under revolutionary influences attempting to bring disorders on the country. It added that the university sessions must be closed to permit a clear atmosphere for the coming parliamentary elections.

The Conestoga Wagon
"Ship of Inland Commerce"
A History of the early covered wagon.....One Dollar
By H. S. HILL
Centennial School, Trenton, New Jersey

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS, APRIL, 1931

BOSTON PUBLIC SCHOOLS: Examinations of candidates for industrial certificates will be held in The Teachers College of the City of Boston, Huntington Avenue, near the Fenway, as follows.—

Saturday, April 18, 1931 — For certificate XXX. Day and Evening Industrial Schools, beginning promptly at 9 o'clock A. M.

For information in regard to these examinations apply to Board of Examiners, 15 Beacon Street, Boston.

Philip J. Bond,
Acting Chief Examiner.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
47 Winter St., Boston, Mass.

TEACHERS' AGENCIES

What Better Tonic

can you ask than a few days' rest here in this delightful countryside? Mountain trails are growing green; birds are returning. Trout fishing; golf and other seasonable sports.

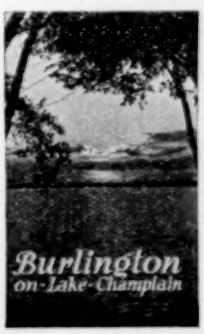
Inviting surroundings and excellent accommodations for group or individual — at attractive rates. Only 100 miles from Boston. Convenient trains from North Station; fine motor roads. Summer bookings now being made. Write for folder.

Ambert G. Moody, Mgr.

THE NORTHFIELD
EAST NORTHFIELD, MASS.

Summer Session

July 7 to August 15



University of VERMONT

Courses for graduate students, undergraduates, teachers desiring certification credit. Excellent opportunities for self-improvement. City conveniences combined with advantages of outdoor life near Lake Champlain, Green Mountains and Adirondacks. Lake and mountain excursions under University direction. Illustrated catalog on request. Enrollment limited to one thousand.

BENNETT C. DOUGLASS
Director of Summer Session
Burlington, Vt.

Wm. B. Ittner, Inc.
ARCHITECTS

A record of achievement.

475 Schools in
116 Cities and Towns in
28 States

St. Louis, Mo.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

AMERICAN AND FOREIGN TEACHERS AGENCY 19 WEST 44TH ST. NEW YORK

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE CORLEW TEACHERS' AGENCY

GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY

Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies